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ABSTRACT

This report from Gallaudet University (District of Columbia) outlines its strategic plan to guide future efforts towards educational excellence, particularly as it regards policy and program development. Following information on the school's history and institutional mission, its services, and management resources, the report discusses each of the school's mission themes (goals) and the measures deemed appropriate for achieving these goals. Mission themes addressed cover the following areas: (1) academic program quality and outcomes, (2) academic program constituencies, (3) pre-college programs, (4) public service programs, (5) advocacy, and (6) research and technology. Goals include providing academic programs that prepare graduates for rewarding lives, successful careers, and further educational opportunities; providing academic programs to a broad range of deaf and hard of hearing students and the professionals who work with deaf people; providing a broadened range of public services to deaf people, their families, and people who work with them; and maintaining research programs designed to promote the equalization of opportunities for all deaf people and support research in areas related to deafness as well as other fields of inequity. (GLR)

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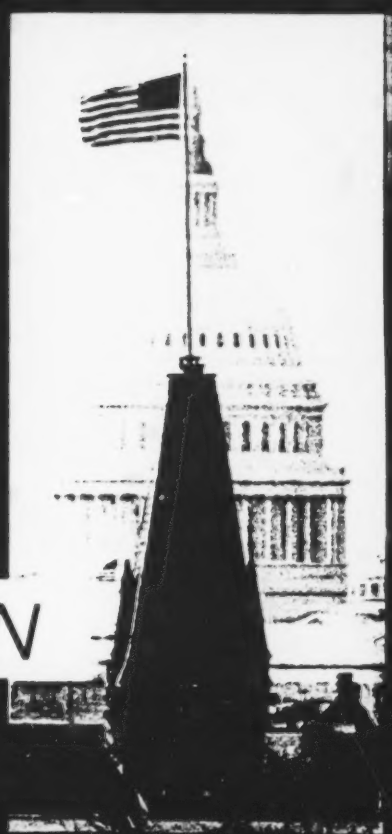

STRATEGIC PLAN

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FROM THE PRESIDENT

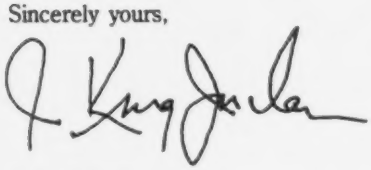
Dear Colleagues,

The process of developing a new Strategic Plan for Gallaudet University began more than a year ago when I called upon the campus community to renew its commitment to excellence in education. As part of that commitment, I asked the members of the Gallaudet community to come together and participate in the development of a new Strategic Plan to guide our future actions. During this past year, more than 100 campus representatives have responded to that call by working diligently on the numerous reports that led to this plan. Working groups have held discussions and open forums and used a variety of process techniques to ensure broad participation and arrive at consensus on important issues. The Board of Trustees has been continuously involved in this endeavor by approving the planning process and, later, by giving generously of board members' time and talents in reviewing periodic drafts.

The plan itself should not be perceived as an official policy statement, but rather as a basic guide for the development of policies and programs that seek to implement and fulfill Gallaudet's mission as a comprehensive, multipurpose institution of higher education for deaf and hard of hearing citizens of the United States and the world. While this plan is a statement of direction and will focus our efforts, planning does not end here. It is a continuous, cyclical process. Individual units of the University will continue to develop their own plans in support of this more general one, and these plans will be reviewed at least annually.

To each of you who participated in the development of this Strategic Plan, I extend my deepest thanks. I look forward to our creative efforts to develop, expand, and change programs and initiatives to meet the goals that are included in the plan. As a result of such efforts, Gallaudet University can look confidently to the future and its challenges.

Sincerely yours,



I. King Jordan
President

THE GALLAUDET MISSION

The mission of Gallaudet University is to serve as a comprehensive, multipurpose institution of higher education for deaf and hard of hearing citizens of the United States and of the world. In addition to its undergraduate and graduate academic programs, the University also offers national demonstration elementary and secondary educational programs. Located on two campuses in Washington, D.C., the University extends its activities to a worldwide audience through a network of regional centers, international agreements, and public service and advocacy efforts.

Gallaudet University is the only liberal arts university in the world designed exclusively for deaf and hard of hearing students. Communication among faculty, staff, and students, whether in or out of the classroom, is through the use of both sign language and written and spoken English. As a result, students are able to participate fully in all aspects of campus life and thereby acquire the comprehensive education and experience that is the goal of a liberal arts education.

Gallaudet University is committed to providing instruction in the arts and sciences that are vital to the development of the intellect; to conducting research aimed at enhancing the lives of deaf and hard of hearing individuals; and to serving deaf and hard of hearing people, their families, their friends, and the professionals who work with them.

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THE HISTORY OF GALLAUDET

In 1864 the U.S. Congress chartered the Columbia Institution in Washington, D.C., authorizing it to grant collegiate degrees to deserving deaf people. This was the culmination of a dream held by Edward Miner Gallaudet, the school's first president, and by its founder, Amos Kendall, prominent Washingtonian and philanthropist. This act opened the door to higher education for deaf people in much the same way as the Morrill Act of 1862 opened higher education opportunities to all citizens by granting land to each of the states for the establishment of public colleges and universities.

In 1894 the directors changed the name of the collegiate department of the Columbia Institution from the National Deaf Mute College to Gallaudet College in honor of Thomas Hopkins Gallaudet, father of Edward Miner Gallaudet and founder of the first school for deaf students in our country. It was not until 1954, however, that the U. S. Congress enacted legislation officially naming the corporate body Gallaudet College.

The Education of the Deaf Act of 1986 authorized university status for Gallaudet College in recognition of its expanding multipurpose role and scope of services. Further, in this legislation, Congress reaffirmed the principle of federal support for higher education for deaf individuals, including its longstanding partnership with Gallaudet University.

Since its founding, Gallaudet has become a symbol of the abilities of deaf people and has provided leadership, inspiration, and exemplary programs. Over time, services have been expanded to meet society's changing needs, and Gallaudet's influence and leadership have spread throughout the world. The University provides a range of collegiate programs from the Associate of Arts through the Ph.D. level. In addition, Gallaudet University operates two national demonstration schools, provides public services to tens of thousands of people each year, and has research programs aimed at meeting the needs of deaf people of all ages. Gallaudet's physical resources include two campus sites. Kendall Green, the original location of Gallaudet, is in Northeast Washington, D.C. This 99-acre campus is home for undergraduate and graduate students as well as for the Kendall Demonstration Elementary School, the Model Secondary School for the Deaf, and the College for Continuing Education. The Northwest Campus is located in Northwest Washington, D.C. It is 8.7 acres in size and is a completely self-contained campus that is home to the School of Preparatory Studies. In addition, a network of regional centers serves the United States, its territories, and a number of locations abroad where service agreements are in force.

THE GALLAUDET SCOPE OF SERVICES

The basic Gallaudet University mission and the dedication of the administration, faculty, and staff to its achievement have not changed since the founding of the institution. However, in recent years the deaf and hard of hearing communities have vigorously sought opportunities to realize their full human potential. Concurrently, societal changes and technological advances have facilitated such empowerment. Gallaudet University has responded to these changing conditions by providing new and expanded educational opportunities and programs.

Gallaudet's mission as a unique educational institution is inextricably bound to the need for accessible and direct communication among students, faculty, and staff. The centrality of communication at Gallaudet permeates all of our programs and services. Each mission theme, therefore, must be read with the understanding that accessible communication is the right of the Gallaudet community and the people we serve. While the University historically has integrated sign language into its educational programs, it is only relatively recently that research has established American Sign Language as a discrete and formal language. As a result, the University is now actively exploring how best to integrate English and American Sign Language into all aspects of University life to meet the needs of the individuals we serve. The University is committed to becoming a working model of a bilingual, multicultural community where deaf, hard of hearing, and hearing people learn and work together without communication barriers.

While the range of Gallaudet's programs and services is equivalent in scope to those of a modern land grant university, its commitment to educational excellence, general education values, low student-faculty ratios, individualized attention to student needs, and full participation of students in all facets of University life enables Gallaudet to retain much of the atmosphere of a small liberal arts college. The primary programs and services of Gallaudet University are described below.

- *Undergraduate Programs*. The University is committed to providing the highest quality education for deaf and hard of hearing students. To ensure that undergraduates are prepared for rewarding lives and successful careers after leaving Gallaudet, the University offers an increasingly flexible schedule and comprehensive curriculum. The undergraduate program enrolls deaf students, students with less than profound hearing losses, older students who have experienced a hearing loss, and students with additional disabilities. The provision of full participation in all University programs is greatly enhanced by the absence of communication barriers which exist at other universities. As a result, the Gallaudet campus is truly a community in which students can participate fully and meaningfully.
- *Graduate Programs*. Gallaudet provides graduate programs of the highest quality to deaf, hard of hearing, and hearing students in areas related to the understanding of deafness and service to deaf people. In addition, cooperative agreements have been established with other universities for exchange study at the graduate level. The University provides flexibility in graduate level curriculum and scheduling in order to provide opportunities for deaf and hard of hearing adults seeking training for new careers.

- *Pre-College Programs*. The University provides national demonstration programs to infants and pre-school children, as well as to elementary and secondary school age children. These programs are comprehensive and of such quality as to influence the profession in positive ways toward preparing deaf and hard of hearing individuals for careers and for further education or training. The demonstration schools serve students with additional disabilities, including youth for whom college admission is not a reasonable expectation. The demonstration programs also provide useful services to educators of deaf and hard of hearing children in all types of settings.

- *Services*. Gallaudet offers a full range of outreach services and informational products to deaf and hard of hearing people, their families, and people who work with them. The purpose of all these services is to enable the people served to live productive, fulfilling lives. Available services and products include publications, credit and non-credit courses, lectures, technical assistance, exhibits, professional meetings, self-help programs, and other forms of training on a wide variety of topics. Clinical services provided include audiological, legal, and career assessment and counseling.

  In order to assist a much greater number of deaf and hard of hearing adults than it has served in the past, the University has expanded its primary constituency to include a larger number of minorities, individuals whose hearing loss is less than profound, and those whose hearing loss occurred during adulthood.

- *Research*. Through formally organized research programs, the University conducts basic and applied research in a variety of areas related to deafness and deaf people. Gallaudet University also conducts research in deafness-related areas through cooperative arrangements among campus units and with other organizations, and through advocacy of research conducted by other organizations. In addition, the University encourages individual faculty and students to conduct research in their areas of expertise and interest.

- *Advocacy*. The University is a leading advocate for the empowerment of deaf and hard of hearing people. This is achieved by working to eliminate barriers through self-help skills training; by enhancing and promulgating knowledge about the spectrum of communication options and technology related to communications; and by influencing policy makers and service providers throughout the country. In this capacity, the University acts as a major international resource for the creation and dissemination of knowledge about the people it serves.

MANAGEMENT OF GALLAUDET'S RESOURCES

Gallaudet University manages its programs with great attention to efficiency and effectiveness. Nowhere is this concern more evident than in Gallaudet's management of its most important resource, the University's faculty and staff. The University actively encourages faculty and staff to participate in professional development programs designed to improve or expand their skills. In addition to fulfilling the job requirements that one would expect to find at any other college or university, Gallaudet personnel must be able to communicate effectively with deaf students and peers. Therefore, decisions on recruitment, promotion, and tenure are made, in part, on the basis of job-related sign communication skills. Gallaudet is committed to increasing the openness and regularity of communication at all levels and to the periodic assessment of affirmative action/EEO programs designed to enhance the hiring and advancement of deaf people, women, and minority group members.

The financial resources of the University also require careful stewardship. Financial resources must be directed at the programs that most closely relate to the Gallaudet mission. Historically, the federal appropriation has been the single largest source of operating funds. Gallaudet will continue to strengthen its relationship with the federal sector and, at the same time, actively pursue increased support from sources other than the U.S. government. Among these efforts is a program to increase the endowment of the University. Gallaudet will also continue to improve ties with business and industry in ways beneficial to the academic, public service, and research goals of the University.

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Academic Program Quality and Outcomes

- Provide academic programs of the highest possible quality.
- Endeavor to prepare all graduates of academic programs for rewarding lives, successful careers, and further educational opportunities.

Academic Program Constituencies

- Provide academic programs to a broad range of deaf and hard of hearing students and the professionals who work with deaf people.
- Offer a range of services appropriate to the needs of Gallaudet's multifaceted constituency.

Pre-College Programs

- Provide effective pre-college education and demonstration programs to students, professionals, and families of deaf children.

Public Service Programs

- Provide a broadened range of public services to deaf people, their families, and people who work with them.

Advocacy

- Continue to be a leading national and international advocate for improvement in the lives of deaf people.

Research and Technology

- Maintain research programs designed to promote the equalization of opportunities for all deaf people and support research in areas related to deafness as well as other fields of inquiry.
- Extend the network of people involved in and benefiting from Gallaudet research.
- Make effective use of technology as a tool in instruction, research, scholarship, service, and administration.
- Serve as a national and international source of information, research, professional training, and instructional development on the subject of technology for deaf and hard of hearing people.

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Themes:

- Provide academic programs of the highest possible quality.
- Endeavor to prepare all graduates of academic programs for rewarding lives, successful careers, and further educational opportunities.

Admission Standards

Shifts in population and traditional candidate pools, as well as Gallaudet's desire to serve a wide range of deaf and hard of hearing people, present continuing challenges to the University and its enrollment services staff. The Gallaudet community regards these challenges as a unique opportunity to serve a larger proportion of all qualified individuals. Admission standards must be structured to apply equitably to all these potential students.

As part of the nationwide emphasis on improving the quality of educational programs, it is important that the admission policy developed by the University continues to be consistent with standard practices and procedures of higher education. A balance must be sought between establishing standards to allow the admission of nontraditional students and maintaining admission standards in keeping with Gallaudet's high academic performance expectations for its students.

The following institution-wide goals have, therefore, been adopted:

A. Maintain a clearly articulated admissions policy consistent with nationally accepted practices for making admissions decisions. Such a policy includes recognition of national academic norms for deaf and hard of hearing students and the established performance expectations for each of Gallaudet's academic programs.
B. Provide more flexibility in admission procedures and requirements for nontraditional students and provide appropriate remedial and individualized assistance programs to meet such students' special needs.

C. Initiate research aimed at identifying and measuring indicators for retention and academic success at Gallaudet.

Communication Standards for Educational Purposes

Gallaudet University is a bilingual, multicultural institution where students, faculty, and staff are expected to interact while respecting the diverse communication rights and methods of an inclusive deaf and hard of hearing community within the framework of an institution of higher education.

Gallaudet is committed to providing funding, services, and training to accommodate the communication needs of the deaf and hard of hearing people on campus. The University goes to great lengths to foster effective communication among students, faculty, and staff. The University requires all faculty to meet prescribed standards of communication in evaluations for promotion, merit increases, and tenure. All staff, likewise, are required to develop some level of proficiency in appropriate methods of communication. Interpreters are provided, as necessary, for speakers who have limited sign skills or for deaf people desiring voice interpreting support.

The University also continues to consider the development of English language skills a high priority educational goal for all academic programs, because these skills are often crucial to students' successful functioning in the world at large. Additionally, research in the last 25 years has shown conclusively that American Sign Language is a distinct language in and of itself, separate from English. The University recognizes the unique role of ASL in the deaf community and the lives of deaf people and seeks to encourage further study of deaf culture and language and to foster research into the appropriate role of ASL in the education of deaf children, in the University curriculum, and in the Gallaudet community.

The following institution-wide goals have, therefore, been adopted:

A. Prepare students to function effectively both within the deaf community and the larger society.
B. Help students develop their skill in the use of the English language to the greatest extent possible.
C. Conduct research and evaluation studies to clarify the role of ASL and other modes of communication in fostering learning under specific circumstances and to ascertain which communication skills are most appropriate for career preparation in individual cases.
D. Support the development and improvement of signing skills among faculty, staff, and students through the offering of sign language instruction and through the development of appropriate criteria for evaluating communication proficiency.

Intended Educational Outcomes of Enrolled Students

The Gallaudet University administration and faculty continuously review both expected and actual student performance with a view to maintaining appropriate standards. Nevertheless, many feel that the University can do more to facilitate the academic achievement of the students it now serves and that realistic, but high,

expectations should be established for students who are served in the future.
It is also believed that specific outcome expectations for students are not as clear as they should be and that established expectations are not now regularly compared with actual achievements.

The following institution-wide goals have, therefore, been adopted:

A. Clarify expectations for students within each department and relate these expectations to academic program outcomes based on the concept of general education. Establish a curriculum based on those expectations for each required course/major.
B. Develop and implement student outcome assessment procedures that enable Gallaudet student performance to be compared with that of deaf and hearing students elsewhere.
C. Include communication competencies, defined broadly, as one area in which to develop criteria, because of the unique communication needs of deaf people.

Quality of Instructional, Academic Support, and Student Support Programs

Many individuals at the University feel particular concern over the continuing difficulty in improving student English language and sign communication skills and of providing the instructional and supportive assistance through appropriate developmental programs needed by specific groups of students. Recent nationwide educational reforms suggest that specific curriculum and student support program changes should occur at Gallaudet—changes that might bring about improved student performance. In some instances, major modification of current educational practices may be required.

On the positive side, Gallaudet's traditional leadership role and advocacy efforts in promoting and understanding deaf individuals and deaf culture have produced a campus community sensitive to and knowledgeable about the supportive requirements of deaf students. Other institutions simply do not offer the variety and quality of support services available at Gallaudet. Finally, the ability of faculty and staff to communicate directly with deaf and hard of hearing students is a major support service not available in many institutions. Interpreting services are also available when needed.

The following institution-wide goals have, therefore, been adopted:

A. Review current programs and, as necessary, develop curricula and student services that meet the needs of specific students to be served; individualize instructional programs as much as possible; and modify instructional methods as necessary.
B. Strengthen academic advising, mental health counseling, and other student development services to help students cope with the stresses of an educational setting.
C. Develop the appropriate mix of career education and student support services which have as their joint purpose to enhance career decision-making and job-placement potential among Gallaudet graduates from all academic programs. Greater contact with deaf role models at every level of the University community and from appropriate career fields will be encouraged.

D. Encourage the development of the next generation of deaf leaders by identifying students demonstrating that potential and motivation and providing them with the specific services required to build professional and leadership skills.
E. Encourage faculty and staff to develop, test, and implement innovative instructional, advisement, and supportive skills.
F. Increase the University's commitment and ability to meet the educational needs of nontraditional students.
G. Identify a mix of support services to improve the student retention rate in academic programs; evaluate how well these services meet the needs of an ever changing student population.
H. Provide instructional development assistance to the faculty for the improvement of course delivery and the quality of instruction.

Expectations of Students After Graduation

Available evidence indicates that graduates of Gallaudet University attain income levels which are generally comparable with other persons with the same type and level of educational attainment.

There is also the general belief within the Gallaudet community that the University needs to improve the clarity and expand the breadth of its post-graduation expectations of students in each academic program. This is particularly true concerning the type of careers and work environments deaf graduates will be prepared to enter. Non-career-related expectations also will require clarification.

The following institution-wide goals have, therefore, been adopted:

A. Increase secondary and postsecondary student participation in cooperative programs and other forms of off-campus learning involving elementary schools, secondary schools, colleges, and other organizations. A special effort will be made to increase participation in the Consortium of Universities of the Washington Area.
B. Increase student participation in on- and off-campus work experiences beginning early in their high school or college careers. A priority of faculty, staff, and deans will be to motivate students to seek such experiences.
C. Adopt career- and placement-related goals that are consistent with both the existing job market and qualifications of students who graduate from specific academic programs.
D. Foster long-term career planning by all students; increase the involvement of faculty in this area of student advisement.
E. Encourage all Gallaudet students to develop those qualities of independence, confidence, and self-respect that are essential for full participation in society (both predominantly deaf and predominantly hearing environments).
F. Increase and broaden assessment of all Gallaudet University program graduates. Use the results to refine academic programs.

ACADEMIC PROGRAM CONSTITUENCIES

Themes:

- Provide academic programs to a broad range of deaf and hard of hearing students and the professionals who work with deaf people.
- Offer a range of services appropriate to the needs of Gallaudet's multifaceted constituency.

Although still the only liberal arts university for deaf students, Gallaudet is one of the many postsecondary educational options available to deaf students today. At the same time, there has been expansion of interest in postsecondary academic programs among the general population that has been reflected in the deaf community. Thus, Gallaudet must provide a range of academic programs and services suited to the needs of nontraditional as well as traditional students. For example, middle-aged deaf adults are increasingly interested in career growth and retraining programs, and students from non-English-speaking backgrounds require bilingual or trilingual programs. The University has undertaken the development of programs and services appropriate to the needs of all of its constituencies.

Gallaudet is committed to recruiting for its academic programs the most qualified deaf and hard of hearing undergraduate and graduate students, and hearing graduate students, regardless of age, race, disabilities, national origin, or gender. It is expected that these students can or are willing to learn in a bilingual setting where signed and spoken languages are used.

The following institution-wide goals have, therefore, been adopted:

A. Provide appropriate levels of academic programs to qualified deaf and hard of hearing undergraduate and graduate students, and hearing graduate students, regardless of age, race, disabilities, national origin, or gender.
B. Establish and maintain on-campus enrollment levels compatible with campus facility and staffing capacities.
C. Identify changes in the candidate

pool and, by improving and intensifying recruitment practices, minimize enrollment losses due to decreases in those segments of the candidate pool from which Gallaudet has traditionally drawn its students.

D. Individualize academic programs for students as much as possible, to develop and enhance positive self-concepts, independent thinking, and a will to complete their education.

E. Determine the level, nature, and quality of academic program services required by deaf and hard of hearing constituencies and decide what portion of that need should be satisfied directly by the University and what portion be satisfied by referral to quality academic programs at other colleges and universities. Also provide relevant courses in the area of language and the culture of deaf people to students from other institutions that participate in the Washington Consortium of Universities of the Washington Area.

F. Determine which support services should be provided directly by Gallaudet and which should be offered on a referral basis only.

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PRE-COLLEGE PROGRAMS

Theme:

- Provide effective pre-college education and demonstration programs to students, professionals, and families of deaf children.

Educational Products and Practices to be Developed and Demonstrated

The mandate to the Model Secondary School Deaf (MSSD) and the Kendall Demonstration Elementary School (KDES) as demonstration schools in the field of education of deaf and hard of hearing children and youth can be summarized in the following statements: To develop exemplary educational programs to meet the needs of students attending the schools—its educational mandate; and to develop and test materials and programs as models for observation and replication, and to disseminate the results of research, development, and evaluation efforts that will promote positive educational changes in other schools and programs for deaf students across the country—its demonstration mandate.

With the current national emphasis upon improving the quality of all types of educational programs, it is particularly important for Gallaudet University's Pre-College Programs to meet its demonstration school mandate. Furthermore, recommendations from Congress and advisory groups make it important that well-conceived and proven Pre-College Programs' products and practices be implemented by other programs serving deaf students.

There is continuous documentation that Pre-College Programs' products and practices are in demand and in use with deaf students in public, residential, and day school programs. Furthermore, parents, students, and accrediting bodies continue to support the need for KDES and MSSD demonstration programs. There is a need to expand efforts to make Pre-College

Programs' products and services available and beneficial to greater numbers of educators, students, and their families.

The following institution-wide goals have, therefore, been adopted:

A. Provide an exemplary educational program to meet the needs of students attending KDES and MSSD.
B. Work in a partnership role with educators of deaf and hard of hearing students nationwide to develop, through analysis of available research and existing policy, an agenda for improving the quality of educational programming for such students from pre-school through high school.
C. Establish a model staffing program that includes plans for deaf and other minority individuals to be represented in increasing proportions within Pre-College faculty, staff, and administration.
D. Continue to develop and revise existing products and services based on their effectiveness, ongoing market research, and needs assessments from public, residential, and day school settings.
E. Increase access by public, residential, and day school programs to high quality programs and affordable educational practices generated by KDES, MSSD, and other schools.
F. Develop and implement services and programs that will respond to priorities and/or requirements from the Commission on Education of the Deaf and the Education of the Deaf Act of 1986, especially in the areas of quality education and ensuring access to an appropriate educational environment.
G. Continue to provide to other programs around the country, outreach services that are designed to upgrade the professional skills of their staffs by providing technical assistance and consultation.
H. Improve coordination efforts among various networks including Gallaudet Regional Centers and Educational Resource Centers on Deafness.
I. Facilitate communication between Gallaudet and adopting programs, families, and other potential users of disseminated educational practices and products.
J. Continue to use a systematic approach to evaluate demonstration and dissemination efforts.
K. Continue to provide, through the MSSD Postsecondary Enrichment Program, short-term compensatory programming for high school graduates who have a goal of achieving college admission.

Articulation with Other Gallaudet Programs

Effective coordination among Pre-College Programs and between Pre-College and other Gallaudet programs is important if the services and products of the University overall are to be used effectively.

The following institution-wide goal has, therefore, been adopted:

Maintain a close working relationship between Pre-College and other Gallaudet University programs by improving program articulation among campus units whose objectives are closely related to or support the demonstration mission.

PUBLIC SERVICE PROGRAMS

Theme:

- Provide a broadened range of public services to deaf people, their families, and people who work with them.

Types and Levels of Services to be Provided and Groups to be Served

As U.S. industry continues to undergo restructuring, there is an increasing need for retraining of employees to enable their continued participation in the economy. In addition to developing job skills, deaf people may need to improve communication and other skills to obtain, retain, or advance in employment. As the population ages, elderly people need continuing education to help them achieve a full life. Deafness and the needs of deaf people are receiving increased recognition by state-level governments and by employers. Public awareness of and interest in deafness is increasing. An increasing number of organizations sponsor public service programs related to deafness.

Gallaudet University remains the primary provider of such services. In many areas Gallaudet has unique potential for responding to needs related to deafness and, indeed, provides a diverse and extensive set of public services. Yet in a time of limited resources and competing priorities, Gallaudet should apply some rationale for determining what services it should provide unilaterally, which services to implement in cooperation with other agencies, and which services are best provided by other agencies independently.

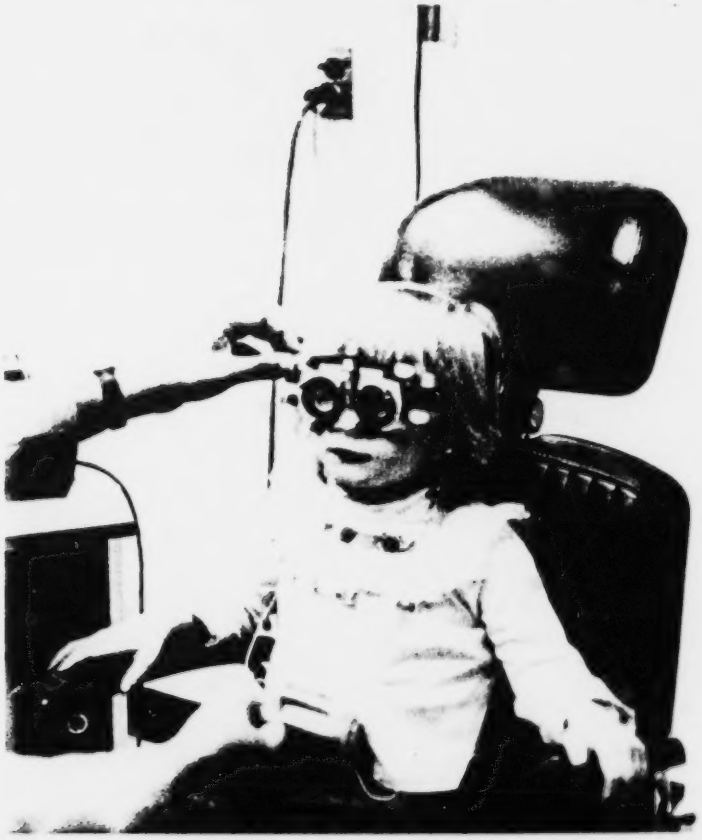
The following institution-wide goals, therefore, have been adopted:

A. Share knowledge, research, and resources with the greatest number of people in the most efficient and cost-effective manner. Maintain the primary service focus on deaf people, while increasing attention to the needs of subgroups of deaf and hard

of hearing people. Continue to serve the needs of professionals, families of deaf people, and members of the public having an interest in deaf people.

B. Provide services to pre-school, elementary, secondary, and post-secondary programs to promote improvement in the quality of education on a national and international basis.

C. Provide service nationally and internationally through coordination of program delivery via the Regional Centers of the University and the International Center on Deafness.



Service Delivery Sites and Management Mechanisms

Potential program recipients are located all over the United States and throughout the world. U.S. population shifts indicate future increases in the South and Southwest. Only a small proportion of these people are able to come to Washington, D.C., to participate in programs offered at Gallaudet. Emerging technologies, on the other hand, would make it easier for Gallaudet to reach out and serve recipients where they live or within easy commuting distance from their homes. Many of these technologies should be explored and, where cost-effective, used to provide public service programs.

Gallaudet University has established a base from which to provide an increasing number of outreach services including its Regional Centers, its College for Continuing Education, and the Educational Resource Centers on Deafness. Various approaches to collaboration with other agencies and cooperative funding of services, as well as participant fees, can reduce the financial costs of such programs to Gallaudet.

The following institution-wide goals have, therefore, been adopted:

A. Provide an identifiable structure to which outreach constituents can better relate and which can promote overall focus and effectiveness in delivery of services.

B. Develop policy to guide decisions as to the programs that Gallaudet must operate itself and those that Gallaudet should operate in cooperation with other organizations.

C. Use both traditional and contemporary communications systems in

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the delivery of outreach and public service programs to achieve efficiency and to familiarize various constituencies with the technological options.

D. Coordinate Gallaudet outreach activities with or through the appropriate Regional Center, the Educational Resource Center on Deafness, or the International Center on Deafness.

Teaching Faculty and Staff Participation

Historically, Gallaudet public service programs, whether on- or off-campus, have operated independently from the main academic programs of the University. As a result, the institution's academic faculty and staff, despite possessing relevant expertise, have made limited contributions to the non-degree programs offered.

The following institution-wide goal has, therefore, been adopted:

Encourage and increase participation of faculty and staff in Gallaudet outreach and public service programs. Develop orientation programs and appropriate materials for individuals carrying out outreach and public service programs.

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ADVOCACY

Theme:

- Continue to be a leading national and international advocate for improvement in the lives of deaf people.

Geographic Scope of Advocacy

Since 1864, Gallaudet University has been the leading institution on deafness. Gallaudet has traditionally made resources available nationally and worldwide to deaf people and acted as an advocate in all available international forums. Because the quality of life for deaf people in many countries has not improved, such leadership should continue.

The following institution-wide goals have, therefore, been adopted:

A. Continue to be the world's leading institution devoted to deafness and deaf people and make the University's accumulated knowledge available to those who can have a positive effect upon the lives of deaf people.
B. Develop a variety of ways to work both directly and indirectly with deaf people around the world through appropriate channels, including international organizations.

Nature of Advocacy Efforts

In many societies the needs and rights of deaf people are far from being met. In our own country, the rights of deaf people are still not being safeguarded in a satisfactory manner, particularly in mainstream settings and work sites; therefore, Gallaudet's advocacy efforts must be expanded in nature and scope. This advocacy may be effected though information, advice, or technology.

The following institution-wide goals have, therefore, been adopted:

A. Continue to champion the civil rights of deaf and hard of hearing people and to work toward improved educa-

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tion and employment of deaf people in both the industrialized and developing countries of the world.

B. Increase Gallaudet's role in articulating the special requirements of deaf people while supporting the rights of all disabled people by cooperatively pursuing equal access and civil rights action with other organizations that serve disabled individuals.
C. Work with other organizations on matters of mutual interest, while recognizing that the University must continue to support its own unique advocacy efforts.
D. Increase American society's first-hand exposure to the impact of deafness and the capabilities of deaf people.
E. Promote mutual understanding among members of the hearing and deaf communities by providing information and advice to those whose actions and interests have an impact on the lives of deaf people.
F. Foster increased interaction at national and international levels among deaf leaders, professionals and practitioners in the field of deafness, and educators of deaf people.

The Role of Alumni

The Gallaudet alumni throughout the world are a large and important group warranting special focus in this planning document. They contribute to the image of the institution and are recipients of many of its services and programs. The University will continue to work closely with the Alumni Association to realize goals related to alumni advocacy.

The following institution-wide goals have, therefore, been adopted:

A. Maintain a well-informed and more involved alumni body and create a sense of "ownership" of the institution among the alumni.
B. Sensitize the alumni to their responsibility to support the institution in areas such as student recruitment, fundraising, and public relations and to promote the well-being of the institution and its pursuit of excellence.
C. Train and assist alumni to become more effective advocates of the needs and rights of deaf people.
D. Establish Gallaudet alumni as a constituency of priority and provide them the opportunity to participate in educational programs that meet their lifelong needs.

Themes:

- Maintain research programs designed to promote the equalization of opportunities for all deaf people and support research in areas related to deafness as well as other fields of inquiry.
- Extend the network of people involved in and benefiting from Gallaudet's research.
- Make effective use of technology as a tool in instruction, research, scholarship, service, and administration.
- Serve as a national and international source of information, research, professional training, and instructional development on the subject of technology for deaf and hard of hearing people.

Research

Gallaudet must enhance its leadership role in research on deafness and deaf people by maintaining a strong and diversified set of research programs and by encouraging units across the institution to undertake innovative activities designed to promote the equalization of opportunities for all deaf people. In addition, Gallaudet will continue to encourage and support research, scholarship, and creative activity by faculty, staff, and students across the Gallaudet community, both in areas related to deafness and in other fields of inquiry.

The following institution-wide goals have, therefore, been adopted:

A. Place special emphasis on research designed to improve the literacy levels of deaf people; make this a priority across the institution by encouraging the development, implementation, and evaluation of experimental programs at all educational levels; develop coordinated efforts to deal with this crucial issue.
B. Contribute new knowledge to improving understanding of communication among and between deaf, hard of hearing, and hearing people.
C. Advance the understanding of issues related to signed communication and promote research designed to further the understanding of the cultural context of deafness.
D. Expand commitment to research that addresses the needs of all deaf people at any stage of life with a view to the entire life course.
E. Produce new information that will contribute to public-policy deliberations on topics affecting the accessi-

bility to society of deaf and hard of hearing people; issues will include communication accessibility, educational placement, and socioeconomic and psychological empowerment.

F. Expand the base of external support for research; develop strong collaborative relationships with other organizations, universities, and agencies such as the National Institute on Deafness and Communication Disorders.

G. Use interest in and potential for making contributions through research, scholarship, or creative activity as a metric for hiring faculty and professional staff; increase support and provide incentives for faculty, staff, and students to engage in research (both in areas related to deafness and other areas of inquiry); provide recognition of the research accomplishments within the Gallaudet community.

H. Ensure the relevance of the University's research programs by soliciting the guidance of a broad-based group of deaf, hard of hearing, and hearing individuals representing a variety of perspectives.

I. Increase the number of deaf people involved in carrying out and leading research and scholarly inquiry at Gallaudet University.

J. Continue and strengthen efforts to disseminate research results in usable form through a variety of media.

Technology

Because computer literacy is being increasingly emphasized as a goal of educational institutions nationwide, because devices are being increasingly developed and applied to all kinds of work situations, and because certification for many jobs increasingly requires demonstration of technical skills, the University clearly must strive to promote technical literacy among its students, faculty, and staff.

One of the main barriers to employing technology is a lack of relevant and timely information for the intended consumers of technology. Gallaudet has made considerable progress as an information source on technology and has demonstrated the potential of technology for improving communication. The Department of Educational Technology prepares future educational technologists for professional work in educational environments serving special-needs learners, and also develops and assists in the development of new educational technologies. The Department of Television, Film, and Photography has produced an award-winning series by and for deaf people. The National Information Center on Deafness has prepared numerous materials for the general public. Pre-College Programs disseminates information on educational computing. New programs, such as the Assistive Devices Center in the School of Communication, the Technology Assessment Program in the Research Institute, and the Electronic Networking for Interaction program in the

College of Arts and Sciences were established with Gallaudet funding and supplemented with external resources. These programs and others have brought Gallaudet closer to the developers of technology and have improved the availability of up-to-date information in the field. One technology that merits additional attention is telephone technology, which remains among the most powerful communications media in American society and which is a considerable barrier to deaf people.

The following institution-wide goals have, therefore, been adopted:

A. By the end of the first year of enrollment at Gallaudet, all students will receive a thorough introduction to computers as a resource for their academic work.

B. Faculty and staff will be provided with increased access to equipment, information, and technical assistance on developing new applications, so that computers and related technology can be more effectively used in all of the University's functions.

C. Academic computing will be accorded greater priority and visibility than has previously been the case.

D. Students' access to computers will be increased; input from students about how to improve access will be sought.

E. Gallaudet will serve as a model of computer communication, television communication, and telephone communication that seeks to eliminate all communication barriers for deaf and hard of hearing people.

F. The University will study and pursue improved means of telecommunications access for students, faculty, and staff, and it will devote resources to enhancing the capability of deaf people to use telephone-based technologies.

G. Gallaudet will continue and strengthen its information and outreach efforts regarding technology for deaf and hard of hearing people.

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